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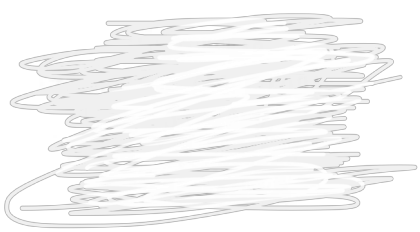
Marian Cox

# Cambridge Checkpoint English

## Workbook

# 9



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# Introduction

Welcome to Cambridge Checkpoint English Stage 9.

The Cambridge Checkpoint English course covers the Cambridge Secondary 1 English framework and is divided into three stages: 7, 8 and 9.

This Workbook has 12 units which offer support in the skills covered in the corresponding units of the Stage 9 Coursebook. The topics in the Workbook are linked to the topics in the Coursebook. This Workbook is mainly based on discursive and argumentative reading and writing.

There are two more workbooks in the series to cover stages 7 and 8, and these provide practice for progressive skills to match the skills covered in the corresponding coursebooks.

The Workbook exercises give extra practice in specific areas for students working alone or for students who need to develop a particular and relevant language skill or task approach.

The rules and key points introduced in the Coursebook are reinforced in the corresponding units of the Workbook, to make sure they have been fully understood and applied before students progress to the next unit.

The Workbook can be used as a differentiation resource for classroom work and for setting homework. The responses can be written in the spaces beneath the exercises. The introduction to each unit lists the types of exercise it includes.

The answers to the Workbook exercises are on the Teacher Resource CD, which contains further relevant tasks, and worksheets and handouts to support each of the Coursebook and Workbook units.

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# UNIT 1 Art, design and fashion

This unit looks at rhetorical devices, reflexive pronouns, 'in order to', colons and semi-colons, difficult spellings, and selective summarising.

**1** **Put the correct reflexive pronoun where needed in the following sentences.**

a He was too young to be able to dress .....

b Suddenly there she was, the designer .....

c I think I can do it ..... I don't need any help.

d Building flat-pack furniture at home, doing it ....., is very popular.

e They shouldn't just think about .....; there are other people involved.

**2** **Insert 'in order' where possible in front of the infinitives in the sentences below.**

a He came to see if she needed anything.

b I don't intend to continue with my membership of the club.

c I would like to receive assurance that the problem is going to be solved and that there is no need to find another way to succeed.

d To become an artist it is necessary to practise regularly to gain suitable experience.

e The aim of the racing car design team was to produce a vehicle which would be able to go further and faster without stopping so often to refuel.

**3** **Rewrite the following sentences using 'if'.**

a It is understandable, though expensive, always to want to follow the latest fashion.

.....

.....

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**b** The deadline date, albeit difficult, is at least possible to meet.

.....

.....

**c** Had he seen the exhibition, he would undoubtedly have been influenced by it.

.....

.....

**d** I would not have worn this outfit had I known that it was going to rain.

.....

.....

**e** The artist was pleased with the finished portrait, although nervous about the sitter's reaction when it was unveiled.

.....

.....

**4** **Rewrite the following sentences where necessary to use colons or semi-colons in appropriate places.**

**a** Before you can take up painting as a hobby, you need to buy a lot of equipment. You need a set of brushes, several sketchpads, a range of tubes of paint, a palette for mixing paint and an easel which can be folded and carried.

.....

.....

.....

**b** Their eyes met an extraordinary sight when they turned the corner. It was a skyscraper made entirely of blue and green glass.

.....

.....

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**c** We intended to attend the autumn fashion show. Our intention was not fulfilled.

.....

.....

**d** There are several reasons why the work of the street artist Banksy is so popular. It is amusing. It is political. It is topical. It is well executed.

.....

.....

**e** Fashions go round and round. Nothing is ever really new. If you keep an item of clothing long enough, it comes back into fashion again.

.....

.....

**5** **In the paragraph below, put either a colon or a semi-colon where there is a number marker.**

Leonardo da Vinci was and is renowned primarily as a painter. Among his works, the *Mona Lisa* is the most famous and most parodied portrait [1] ..... Leonardo's drawing of the *Vitruvian Man* is also regarded as a cultural icon, being reproduced on everything from the euro to text books to t-shirts. Perhaps fifteen of his paintings survive [2] ..... this small number is due to his constant, and frequently disastrous, experimentation with new techniques. Leonardo is revered for his technological ingenuity [3] ..... he designed an amazing range of inventions [4] ..... a helicopter, a tank, concentrated solar power, a calculator, the double hull for ships. As a scientist, he made important discoveries in the following fields [5] ..... anatomy, civil engineering, optics and hydrodynamics. However, he did not publish his findings [6] ..... this meant that he had no influence on the development of these fields.

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**6** **Write a one-sentence summary of the paragraph in Exercise 5 to answer both of the following questions:**
**What is Leonardo da Vinci famous for?**
**What is known about the works of Leonardo da Vinci?**

.....

.....

.....

.....

**7** **Look at the following ten words, underline their 'hot spots', and think of mnemonics to enable you to remember how to spell them. For example:**

business is really 'busy-ness' so it needs an 'i' after the 's'

cemetery .....

prejudice .....

definite .....

embarrassment .....

independent .....

separate .....

rhythm .....

queue .....

treachery .....

extremely .....

**8** **a** In English 'q' is always followed by 'u', as in 'quirkiness'. List here some words beginning with or containing 'qu'.

.....

.....

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**b** Some English nouns ending in 'our' lose their 'u' when made into an adjective, for example 'humorous'. Think of some others.

.....

.....

**c** Some words from Greek use 'ph' to make an 'f' sound, for example 'phenomenon'. List words which have 'ph' at the beginning, middle or end of the word.

.....

.....

**d** Some nouns end in 'gue', like 'plague'. The 'u' gives the 'g' a hard sound rather than a 'j' sound. List other similar words.

.....

.....

**e** Some words make the sound 'or' by putting 'au' together, as in 'auction'. List some others.

.....

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**9** **Use these rhetorical devices in a short sentence each on the subject of art, design or fashion.**

**a** deliberate repetition

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.....

**b** inverted commas for ironic effect

.....

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**c** italics for emphasis

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**d** antithesis (opposites)

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.....

**e** euphemism (making something sound more pleasant)

.....

.....

**f** rule of three (using three of a kind)

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.....

**g** bathos (a deliberate anti-climax to ridicule an argument)

.....

.....

**h** hyperbole (deliberate exaggeration)

.....

.....

**i** meiosis (deliberate understatement)

.....

.....

**j** tautology (same thing said twice in different ways for emphasis)

.....

.....

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**10** **Read the passage below about graffiti and then answer the questions.**

When people used to say 'art', most of us thought of a posh, rich person standing in a gallery enjoying a painting hanging on a wall, but thankfully in today's society this image is fast disappearing. Art can be created from anything; it can be created into different forms that both intrigue and stimulate our senses.

Graffiti is urban street art which people associate with gangs and their territories, vandalism and violence. It gives the impression that the area is dangerous, but this is because people don't understand what graffiti represents, and how inspiring it can be.

One style of graffiti is called 'bombing'. This is when someone writes on a wall in a style that is their own, whether it be in fancy lettering, colours, or both. It is a way for them to express themselves, what they think art is and what art means to them. Some people have misguided attitudes towards this form of art, so it is complained about by communities and made illegal. Youths then feel that the older generation is dictating what art should be, instead of letting them have the freedom to use public spaces to convey their own views and create clever and pleasing images.

**a** Write a sentence to explain why some people do not approve of street art.

.....

.....

.....

**b** Write a sentence to summarise the positive aspects of street art.

.....

.....

.....

**c** Identify the words and phrases in the passage that show the attitude of the writer towards street art.

.....

.....

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# UNIT 2 Modern living

In this unit you will look at binomial and antithetical pairs, and pronunciation of verb/noun homographs. You will practise paraphrasing, and using modals of obligation.

**1** **Complete the following antithetical pairs (words of opposite meaning).**

a sweet and .....

b in sickness and in .....

c a matter of ..... and death

d friend or .....

e through ..... and thin

f make or .....

g by fair means or .....

h hit and .....

i ..... and minds

j for better or for .....

**2** **Complete the following binomial pairs (words of similar meaning).**

a done and .....

b ..... and mighty

c pale and .....

d aches and .....

e down and .....

f ..... and bustle

g ..... and tidy

h far and .....

i part and .....

j ..... and turn

**3** **Put an ellipsis [...] at the end of suitable sentences below. Put full stops at the end of the others.**

a I think it would be better if we never spoke of this again

b He was trying to remember the message when he started to feel drowsy

c She spluttered, 'But you can't, you mustn't'

d They enjoyed life in the countryside, where there was so much to see and do

e There appeared round the corner something indescribable

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**4** **Write three sentences of your own ending in an ellipsis.**

a .....

.....

b .....

.....

c .....

.....

**5** **Make the following sentences into one by using present or past participle phrases at the beginning. You may wish to use a preposition in front of some of the participle phrases.**

a The house they lived in was very small. They were not able to have a bedroom to themselves.

.....

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**b** He used to be an airline pilot. He was able to travel the world without paying for plane tickets.

.....

.....

**c** First they searched in the classroom. Then they searched in the playground.

.....

.....

**d** The twins were born in Bangkok. They were brought up in Nepal. They emigrated to Australia in 1992.

.....

.....

**e** Driverless cars are now on the road in Germany and the US. They go at high speeds on motorways. They were extensively tested first.

.....

.....

**6** **Identify and underline the key phrases in each sentence in the paragraph below.**

Many aspects of contemporary existence, whatever and wherever one's position on the globe, are demanding and daunting. This is becoming increasingly so in the face of a faster pace of life driven by revolutionary technology, with consequently less time for relaxation and reflection. Only a decade ago it was still possible to find people in remote places who had no knowledge of what lay beyond their national, or even their regional, boundaries. Nowadays, even isolated villages are in contact with the wider world through sophisticated and widely available audio and visual communication systems. People feel they will get left behind professionally and socially – be considered losers in fact – if they don't have the gadgets and the know-how to keep them ahead of the game, whether they are running a multinational corporation or arranging to meet a friend.

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**7** **Paraphrase and shorten the paragraph on page 10 without losing any of its meaning.**

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**8** **Give the noun forms of the following verbs. Take care with spelling.**

a explain .....

b hinder .....

c occur .....

d begin .....

e oversee .....

f deny .....

g refer .....

h emerge .....

i save .....

j hate .....

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**9** **Check the meanings of these commonly confused words and write a sentence for each showing their meaning.**

**a** incident – incidence

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**b** reluctant – reticent

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**c** climatic – climactic

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**d** compliment – complement

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**e** disinterested – uninterested

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.....

**f** imply – infer

.....

.....

**g** discreet – discrete

.....

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**10** **Give the verb forms of the following nouns. Take care with spelling.**

a pretence .....
b drought .....
c example .....
d perception .....
e difference .....
f advice .....
g offence .....
h committee .....
i danger .....
j conduct .....

**11** **The word 'conduct' in Exercise 10 belongs to a group of words, usually beginning with a prefix, which change their stress according to whether they are acting as a noun (CONduct) or a verb (conDUCT). List below five similar words which have two syllables, end in 'ct', and which change the stress between their noun and verb forms.**

.....

.....

.....

.....

.....

**12** **Indicate the stress in the pronunciation of the words below, according to their part of speech, by underlining the stressed syllable.**

a *refuse* – noun ..... verb .....
b *record* – noun ..... verb .....
c *produce* – noun ..... verb .....
d *contest* – noun ..... verb .....
e *insert* – noun ..... verb .....
f *protest* – noun ..... verb .....
g *insult* – noun ..... verb .....
h *present* – noun ..... verb .....

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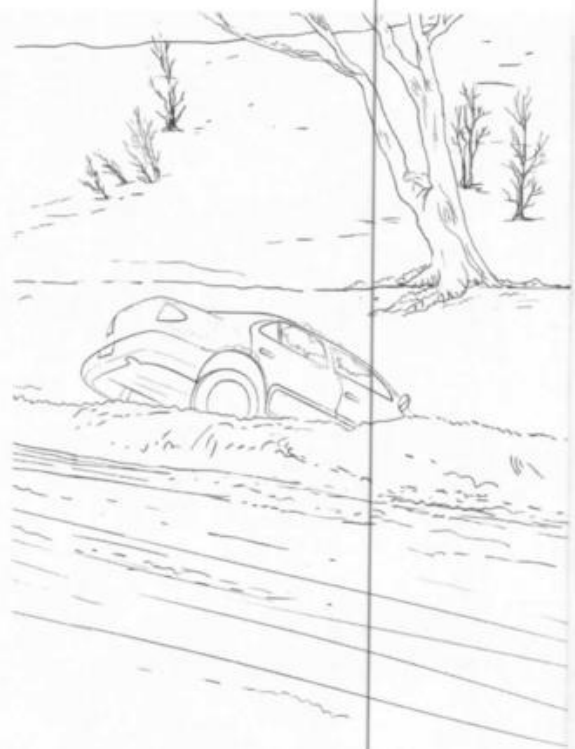
**13** **Below is an extract from a 'round robin', a letter sent to friends and relatives as a summary of what the family has been doing for the past year.**

**Put a modal verb of probability or obligation, in the right form and tense, in each of the gaps. In some cases there could be more than one answer. Use each of the following at least once:**

can may could might need to must have to ought to should



Dear family and friends,

I hope this finds you all fit and happy. We are all as well as [1] ..... be expected given the difficulties we have [2] ..... get through during this year. We [3] ..... blame the climate, since it all started to go wrong when Joffrey [4] ..... travel to the airport in the snow and his car skidded off the road. He [5] ..... had it serviced beforehand, as the tyres turned out to need replacing. He only slightly injured his neck, but he [6] ..... go to hospital for checkups even now, twelve months later, and these [7] ..... continue for a long time. You [8] ..... imagine how frustrated he was that he [9] ..... not go off on his skiing trip. He [10] ..... never ski again, in fact, and [11] ..... not do any active sport of any kind at the moment. I [12] ..... feel sorry for him, but actually I'm quite glad as he now has more time to spend in the garden, which really [13] ..... be kept in check. He [14] ..... take up doing jigsaw puzzles if he wanted to, but he isn't keen and says he [15] ..... look into learning how to fly instead.

And now I'll tell you about the rest of us ...

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# UNIT 3 Language and communication

In this unit you will practise identifying, summarising and expanding arguments; avoiding the use of 'get' and 'said'; setting out dialogue; and using onomatopoeia and discourse markers.

**1** **Read the passage below and think of a logical discourse marker, i.e. initial adverb, to begin each sentence that starts with a number.**

## The QWERTY keyboard

The keyboard layout we all use today on computers and mobile phones was invented in 1868 by a journalist in the U.S.A. In the old alphabetical layout the typewriter tended to jam because certain commonly used letters, like s and t, were too close to each other. [1] ..... The QWERTY layout led to faster typing and fewer mistakes. [2] ..... It was also intended to make life easier for typewriter salesmen: TYPEWRITER can be tapped out using only the top line.

[3] ..... The QWERTY keyboard was flawed (other layouts are less likely to cause repetitive strain injury). [4] ..... It was adopted, and now millions of words are communicated through the fingers of computer-users every day. The layout of the keyboard means we attach more positive meaning to words with letters located on the right-hand side of the keyboard, because for the right-handed majority of 9 out of 10 of us, they are easier to type. [5] ..... It may be altering the nature of language itself.

As the history of the keyboard shows, once a new technology is adopted, it is very hard to control, shift or delete it. [6] ..... We live in a QWERTY world, and there is no going back.

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**2** **List below all the facts about the QWERTY keyboard from the passage on page 15, changing the information into your own words where possible, and using single words or short phrases.**

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**3** **Replace 'get' in the sentences below with a more precise verb. (You may need to change other words too.) Try to use a different one for each answer.**

a She worked hard and **got** tired easily.

.....

b They had to **get** to school by 8.30.

.....

c Sorry, but I just don't **get** it!

.....

d 'Let's **get** away from here now,' she shouted.

.....

e What are you **getting** me for my birthday?

.....

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f If he doesn't **get** good marks this time, he is going to change his course.

.....

g Don't come too close. I've **got** a cold.

.....

h He **gets** twenty dollars a week for babysitting.

.....

i We shall **get** the six pm train on Friday.

.....

j He kept running, knowing they were out to **get** him.

.....

**4** **Give onomatopoeic words for the sounds made by the following:**

a high-speed train .....

b spinning washing machine .....

c siren .....

d pigeon .....

e helicopter .....

**5** **What do the following onomatopoeic sounds suggest to you?**

a thumping .....

b croaking .....

c gurgling .....

d clanging .....

e swishing .....

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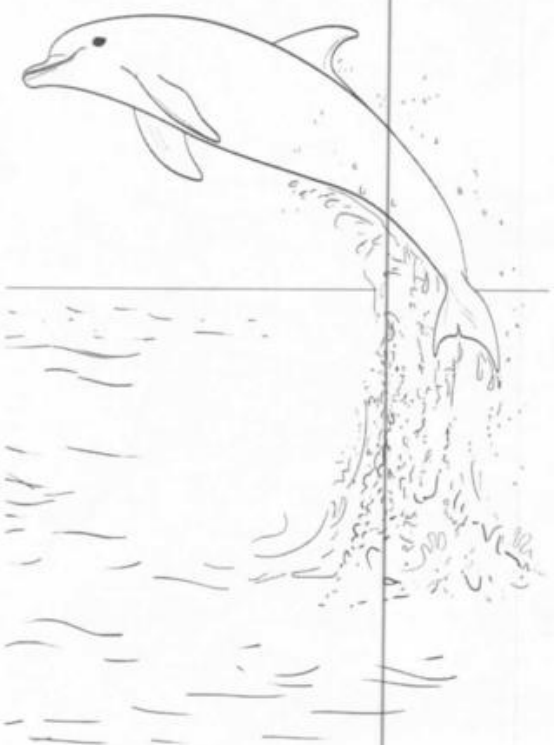
**6** **Identify the arguments in the passage below by listing the main ideas as briefly as possible.**

## Intelligent dolphins



After humans, dolphins are the most intelligent creatures – even cleverer than chimpanzees – with relatively large and complex brains. Their ability to communicate is similar to that of humans and studies have shown that dolphins have distinct personalities, a strong sense of self, and that they can think about the future. They use a kind of whistle to enable them to stay together when travelling.

It has also become clear that they are 'cultural' animals, meaning that new types of behaviour can quickly be picked up by one dolphin from another. One study showed that bottlenose dolphins could recognise themselves in a mirror and use it to inspect various parts of their bodies, an ability that had been thought limited to humans and great apes. Another found that dolphins in captivity are able to learn a basic symbol-based language. Bottlenose dolphins can also solve problems and cooperate in ways that imply a high level of emotional sophistication. They can memorise more than 100 words and respond to commands. Dolphins living off Western Australia have learnt to hold sponges over their snouts to protect themselves when searching for spiny fish on the ocean floor.

dolphins are the second-most intelligent creatures

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**7** **Using the ideas in your response to Exercise 6, summarise in one sentence what the passage on page 18 is saying about dolphins.**

.....

.....

.....

.....

.....

**8** **Fill the gaps in the passsage below with speech verbs other than 'said'. Use as wide a range as possible.**

'Are there any lions or tigers about here?' she [1] ..... timidly.

'It's only the Red King snoring,' [2] ..... Tweedledee.

'Come and look at him!' the brothers [3] ....., and they each took one of Alice's hands, and led her up to where the King was sleeping.

'Isn't he a lovely sight?' [4] ..... Tweedledum.

Alice couldn't say honestly that he was. He had a tall red night-cap on, with a tassel, and he was lying crumpled up into a sort of untidy heap, and snoring loud—'fit to snore his head off!' as Tweedledum [5] .....

'I'm afraid he'll catch cold with lying on the damp grass,' [6] ..... Alice, who was a very thoughtful little girl.

'He's dreaming now,' [7] ..... Tweedledee: 'and what do you think he's dreaming about?'

Alice [8] ....., 'Nobody can guess that.'

'Why, about *you*!' Tweedledee [9] ....., clapping his hands triumphantly. 'And if he left off dreaming about you, where do you suppose you'd be?'

'Where I am now, of course,' [10] ..... Alice.

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'Not you!' Tweedledee [11] ..... contemptuously. 'You'd be nowhere. Why, you're only a sort of thing in his dream!'

'If that there King was to wake,' [12] ..... Tweedledum, 'you'd go out—bang!—just like a candle!'

'I shouldn't!' Alice [13] ..... indignantly. 'Besides, if *I'm* only a sort of thing in his dream, what are *you*, I should like to know?'

'Ditto,' [14] ..... Tweedledum.

'Ditto, ditto!' [15] ..... Tweedledee.

He [16] ..... this so loud that Alice couldn't help saying 'Hush! You'll be waking him, I'm afraid, if you make so much noise.'

'Well, it's no use *your* talking about waking him,' [17] ..... Tweedledum, 'when you're only one of the things in his dream. You know very well you're not real.'

'I *am* real!' [18] ..... Alice, and began to cry.

'You won't make yourself a bit realer by crying,' Tweedledee [19] ..... : 'there's nothing to cry about.'

'If I wasn't real,' Alice [20] .....—half laughing through her tears, it all seemed so ridiculous—'I shouldn't be able to cry.'

From *Through the Looking Glass* by Lewis Carroll

**9** **Set out and punctuate the dialogue below correctly, using inverted commas and new lines for changes of speaker. You can use the passage above to help you.**

Have you heard the Magistrate's question? said a voice at his side. I do not know, said Titus, what is meant by such a question. You might just as well ask me what is this hand of mine? And he raised it in the air with the fingers spread out like a starfish. Forgive me, your Worship, I cannot understand. It is a place, your Worship, said the Clerk of the Court. The prisoner has insisted that it is a place. Yes, yes, said the Magistrate. But where is it? What

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is the matter with you? I would tell you if I could, sir, he said. I only know that I have lost my way. I have lost my bearings, sir. Did you run away, young man? I rode away, said Titus. From... Gormenghast? Yes your Worship. Leaving your mother...? Yes. And your father...? No, not my father... Ah... Is he dead, my boy? Yes, your Worship. He was eaten by owls. The Magistrate raised an eyebrow and began to write upon a piece of paper.

*Mervyn Peake*

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**10** **Use the information below to write a letter to a local newspaper about a planned library closure in your area, arguing why it should remain open.**

a Put brackets round the unnecessary information.

b Decide on the order in which you think the points can be used most effectively, and give them numbers.

c Think of how to change some of the phrases into your own words.

d Find ways of joining some of the points together in one sentence.

e Practise using persuasive devices, e.g. triples, alliteration, deliberate repetition, leaving the key word until the end of the sentence.

- Reading develops a person's creativity. Unlike films, where everything is determined by the producer, writer and director, books allow students to create in their minds how a particular character looks or imagine how a scene plays out.
- Reading allows people to exercise critical thinking skills, ensuring that they can think and judge for themselves.
- Developing good reading skills can improve a student's ability to understand concepts and ideas to help them with their studies.
- Fluency in a language, and therefore communication skills, are improved by reading.
- Reading introduces students to new things and has the ability to broaden their interests. A student who reads a biography of Albert Einstein, for example, may be inspired to take his high school Physics class more seriously.
- Reading regularly increases one's vocabulary, which has benefits in many areas of life.
- Spelling is improved by careful reading of printed material.
- Reading can develop positive attitudes to life. According to a study conducted in the United States, students who learn to read by the time they are eight are less likely to drop out of school or end up in prison.
- According to research, reading increases one's attention span and ability to concentrate, necessary for high and safe performance in any job.
- Writing skills improve as readers are able to acquire a good writing style by mimicking what they read.

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# UNIT 4 Division and conflict

This unit will enable you to become more familiar with argument forms and devices of irony, satire, euphemism and propaganda. You will also practise identifying bias and writing concisely.

**1** **Explain in your own words what is verbally ironic about the mini-saga below.**

## Things they claimed

They claimed it was the latest, the newest version out; very modern. They said it was the best that money could buy. They said that it was foolproof, waterproof, shockproof, childproof; absolutely indestructible. They told us it was completely reliable. But we had to take it back. It didn't work.

*Elizabeth Syed*

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**2** **Here is an example of a situational irony. Can you think of a similar one?**

A man and woman, who are very much in love but very poor, want to give each other a gift. She is very proud of her long, beautiful hair; he is equally proud of his pocket watch.

She cuts her hair and sells it to get the money to buy him a chain for his watch. At the same time, he sells the watch to buy pretty combs for her to wear in her hair.

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**3** **a** Explain what is being satirised in this political cartoon.

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**b** Give the picture a caption to show what the mouse is thinking as the cat is taking its cheese.

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**4** **Read the passage below and add three extra sentences or short paragraphs satirising parents.**

## Kind parents

My parents have always been a great help to me. They know I have poor eyesight so they are always pointing out things to me. They tell me that the trash needs to be taken out, that my bedroom floor is covered with clothes, and that the garden needs watering. I would never have noticed these things if I hadn't such kind parents.

One thing they have really taught me well is to tell the time. My mum shouts, 'It's eight o'clock' to me every morning. Sometimes I get little tests as an extra help. They ask me, 'What time do you call this?' when I come home in the evening, and 'How long do I have to wait?' when I am supposed to be ready for school.

My dad is very anxious that I shouldn't get overweight, so he sends me on errands all the time. He also kindly makes sure I understand what he says because he says everything over and over again.

i .....

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ii .....

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iii .....

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**5** **Read the following propaganda text.**

## Call to Arms

Citizens and comrades! Your country needs you! Never in all of history has our sublime nation been the victim of such a cowardly, bestial outrage as the one perpetrated against us yesterday, when dozens of innocent civilians, mostly women and children, were forced to take shelter while going about their daily lives in the market place. The vermin from our evil neighbour Abanthia have defiled the name of humanity by their despicable action of threatening to detonate a bomb in a crowded area. They tried in vain to trick us into retaliating by sinking to this despicably low level of behaviour.

But we will not! We will fight and destroy them, as we have always destroyed our enemies, by facing them in battle, fighting like heroes and wiping out those who are not worthy of that name, or even of being called human.

It is because of what our great nation stands for, what has made it glorious throughout the ages, what it will become when the new dawn arises, that we will never stoop to employ the underhand and cowardly tactics of our cheating opponents. We fight with honour for what is right, for the truth, and for the motherland. We fight with dedication, passion and courage. We shall prevail against the treachery of our neighbours, and the name of our illustrious country will stand even more proudly yet in the history of this continent.

Share in the magnificence of the victory! Comrades, to arms!

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a Select the facts from the passage on page 27.

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b Underline the words and phrases being used in a biased and emotive way to position the reader to sympathise with the viewpoint of the writer.

**6 The following expressions are euphemisms (tactful, more positive ways of saying something unpleasant). Give the true meaning of the following phrases.**

a friendly fire .....

b ethnic cleansing .....

c industrial action .....

d correctional facility .....

e collateral damage .....

f being economical with the truth .....

g tactical withdrawal .....

h not the sharpest knife in the drawer .....

i not the latest model .....

j vertically challenged .....

k revolution .....

l to let an employee go .....

m freedom fighter .....

n fell off the back of a truck .....

o nearly new .....

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**7** **Give euphemisms, as single words or short phrases, for the following words which have negative connotations.**

lazy .....

childish .....

dead .....

angry .....

stupid .....

weird .....

difficult .....

disastrous .....

**8** **News report headlines are an extreme form of summary and concise writing. Give headlines for reports on the following events.**

**a** On a school skiing holiday, three students go missing after deciding to leave the rest of the group to go off piste and there is an avalanche.

.....

**b** A mountaineer finally reaches the top of Everest on his fiftieth birthday, after 18 previous attempts.

.....

**c** A fierce storm damages an Atlantic oil rig during the night but no one on board is seriously hurt.

.....

**d** Dangerous animals escape from a zoo after their cages were deliberately left open by a group of people campaigning for animal rights.

.....

**e** The name of the winner of the national lottery last week is still a mystery as the jackpot prize of three million has not yet been claimed.

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**9** **Write a newspaper editorial about an event or situation which recently occurred in your locality. Summarise it to begin with, and then give your opinion in order to persuade readers what they should think about the issue. The more you include subjective views which are presented as if they are objective facts, the more biased your editorial will be.**

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# UNIT 5 Facing the future

This unit gives you the opportunity to think more about collocations, to compare colloquial with formal expression, and to practise the future perfect tense. You will write a summary and a critical response.

**1** **Complete the collocations in the following sentences.**

a It was a ..... conclusion that they would get lost without a map.

b They looked everywhere, but could find neither hide nor ..... of him.

c I hope I have made myself ..... clear.

d You can't expect to have the best of .....

e When all is said ....., the sooner .....

f This assignment is long overdue, but better late .....

g I look forward to receiving a reply at your .....

h They spent ages trying to get to the ..... of the matter.

i Once ..... a ....., there was a tall, dark and ..... prince.

j Don't worry, it isn't the be all and .....

k You ..... my words, there will be rain before sunset.

l The police have adopted a policy of ..... tolerance towards crime, and they are taking ..... measures to combat graffiti.

m Look at the photograph; seeing is .....

n There is no evidence that the cure works; it is just an old .....

o Failing to prepare is preparing to fail; don't leave everything till the .....

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**2** **Fill in the missing words in these proverbs and sayings.**

a There's many a slip between cup and .....

b Don't count your ..... before they hatch.

c He's really a wolf in ..... clothing.

d She didn't settle there, feeling like a ..... out of water.

e He felt it necessary not to show emotion, to keep a ..... lip.

f Your work is shoddy; you need to pull .....

g The ..... bird catches the .....

h There's no point crying over .....

i Out of the ..... pan into the .....

j They made the mistake of putting all their .....
into one .....

**3** **Express these collocations in your own words.**

a He was always one for cutting off his nose to spite his face.

.....

b A stitch in time saves nine.

.....

c The choice was between the devil and the deep blue sea.

.....

d A miss is as good as a mile.

.....

e It's as broad as it's long.

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**4** **Express these colloquial expressions in a formal way.**

**a** It all went belly-up in the first few minutes.

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**b** He was very in my face about it. I won't mess with him again.

.....

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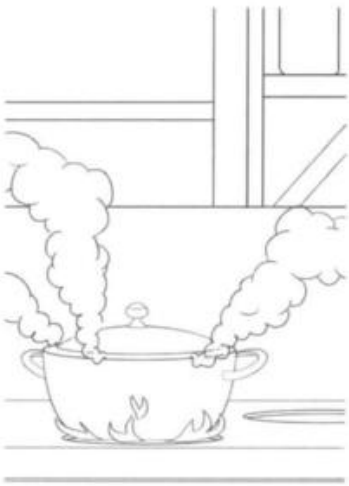

**c** If you can't stand the heat get out of the kitchen.

.....

.....

**d** The bottom line is that he accepted the offer.

.....

**e** It's way out of order for them to say that it's down to you.

.....

**5** **Express these formal expressions in a colloquial way.**

**a** You are kindly requested to leave the premises with all possible speed.

.....

**b** I await your instruction and will expedite it with alacrity.

.....

**c** I offer you my heartfelt apologies and will endeavour to ensure that such a situation can never recur.

.....

**d** Please inform me as soon as possible when you will feel able to undertake the commission.

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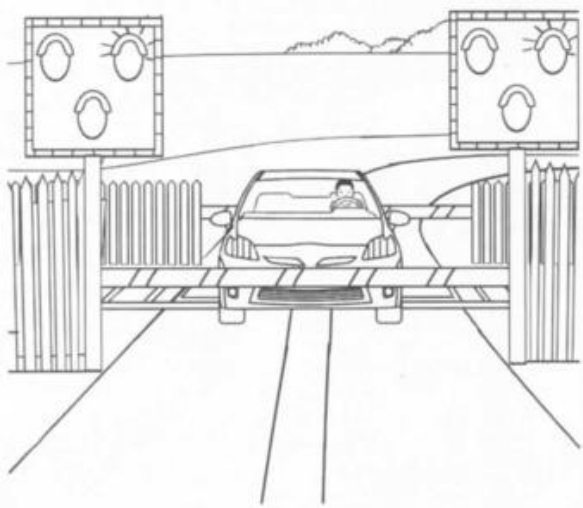
e It would give me the greatest pleasure to be able to offer my services to alleviate your present predicament.

.....

**6 Rewrite the paragraph below in a suitable style for a local TV news broadcast.**

A bloke nearly met his maker today when he drove across a railway line in a village near Guadeloupe when the barrier was down and got himself stuck. Luckily for him, the guy driving the train was on the ball, slammed the brakes on and stopped within a whisker of hitting the car. A load of people said they saw the driver racing along at quite a lick to beat the barrier and that no way was it an accident that he ended up in such a pickle. The word is that this isn't the first time someone has got into a spot of bother at this place. Apparently the barrier stays down for way too long and needs seeing to as the locals don't have all day to sit around waiting for trains to pass when they have places to go and a crust to earn.



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**7** **Say what effect the style gives in each sentence in the pairs below.**

**a** **i** Never again.

**ii** I decided that I would never go there again.

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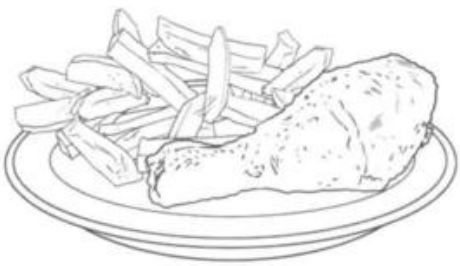
**b** **i** Chicken and chips.

**ii** Succulent golden roasted farm-fresh breast of chicken accompanied by crispy french fries.



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**c** **i** He crossed the room.

**ii** He crept stealthily across the room.

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**d** **i** It is a mistake – a huge one – not to think before you speak.

**ii** It is a huge mistake not to think before you speak.

.....

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**e** **i** Don't even think about doing such a crazy thing.

**ii** You should not even consider acting so foolishly.

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f i He got up at six am and left.

ii At cock crow he rose from his bed and set forth.

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g i A tall, thin figure opened the door.

ii A towering, skeletal person opened the door.

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**8** **Use the future perfect tense ('will have' plus active or passive past participle) in the gaps in the following sentences.**

a By the time they leave school, most students ..... [visit] several major cities.

b I don't think the mail ..... [arrive] by the time we get back from town.

c The decision whether to go or stay ..... [be] a difficult one to make.

d The repairs to the school ..... [do] by the start of next term.

e I ..... [finish] my course by the next time I see you.

**9** **Write five sentences of your own using the future perfect.**

i .....

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ii .....

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iii .....

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iv .....

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v .....

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**10** **Read the passage below about dreaming.**

Research has shown that when someone is in the REM (rapid eye movement) stage of sleep they are probably dreaming. It is known that we dream in colour.

Although some dreams involve doing something bizarre, many are about something very ordinary, like taking a taxi. If a loud noise is made or a light shone on the face of someone asleep, it is likely that these stimuli will be incorporated into their dream. What is absolutely certain is that we have many more dreams than we think, although only a tiny number stay with us, even if we happen to wake up during a dream. However, something can happen later to trigger the memory of the dream, such as seeing a person who took part in it, so that we then say, 'I had a dream about you recently', or an event occurring which corresponds to the dream, so that we think 'I saw this in my dream'. Then it will seem as though the dream was prophetic, but in reality it is just a coincidence and the laws of probability at work. Sleep scientists have discovered that we have an average of four dreams each night, each one lasting about 20 minutes with at least an hour's gap between them. Eighty percent of our dreams are negative and focus on fears and disasters. Bad news is far more likely than good news to cause a bad dream, since it evokes subconscious anxiety which emerges during our sleep time.

**a** Extract the points from the passage above in note form. Remember to use only the facts.

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**b** Put numbers and arrows next to your notes to arrange them in a logical order and to show which ideas can be connected in the same sentence.

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c Write a one-paragraph summary about dreaming.

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**11 Write a response to the concept of 4-D films, based on the text below. Mention both attractive and unattractive qualities, and support your views with your own examples.**

Audiences are fed up with unclear images of 3-D films, and the need to wear uncomfortable glasses to watch them. The fourth dimension is time, but in the movie world 4-D is a chain of cinemas in South Korea that adds physical effects of theme park rides to blockbuster films, and takes 3-D to the next level: the seats rock, the wind blows, fog obscures vision, lights flash, and there are scents to match on-screen images. The aim is to make the viewer feel what the protagonist feels, through all the senses.

The idea is being trialled in the US, and if it is successful, the next stop will be Europe. A fan has ecstatically described his experience: 'A low angle camera shot causes your seat to tilt backwards. Bursts of air shoot past you if arrows or bullets are flying on screen. When a character gets hit or falls down, the seats give you a light punch in the back. Weather is simulated in the form of a howling wind or a refreshing breeze.'

Sometimes bubbles and water sprays are used, and cinema-goers have complained of being made wet. Some of the smells have been reported as being unpleasant: the burnt rubber of a car chase or the smell of explosives for instance.

Many films are not enhanced by 4-D effects; in fact they only really work with action movies, such as the science fiction epic *Avatar*. The ticket price for 4-D films is usually considerably higher than normal. The futuristic film is here, but is it here to stay?

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# UNIT 6 Making choices

In this unit you will practise identifying the difference between fact and opinion. You will also respond to argument, and examine the implicit meaning of allegory and imagery. Revision of the apostrophe of omission is included.

**1** **Read the text and answer the questions.**

## The Stonecutter

Once upon a time there was a stonecutter. The stonecutter lived in a land where a life of privilege meant being powerful. Looking at his life he decided that he was unsatisfied with the way things were and so he set out to become the most powerful thing in the land.

Looking around his land he wondered to himself what is it to be powerful. Looking up he saw the Sun shining down on all the land. 'The Sun must be the most powerful thing that there is, for it shines down on all things, and all things grow from its touch.' So he became the Sun.

Days later, as he shone his power down on the inhabitants of the land, there came a cloud which passed beneath him obstructing his brilliance. Frustrated he realised that the Sun was not the most powerful thing in the land, if a simple cloud could interrupt his greatness. So he became a cloud. In fact, he became the most powerful storm that the world had ever seen.

And so he blew his rain and lightning, and resounded with thunder all over the land, demonstrating that he was the most powerful thing. Until, one day, he came across a boulder.

Down and down he poured and his thunder roared, lightning flashed and filled the sky, striking the ground near the boulder. His winds blew and blew and blew, and yet, despite all his efforts, he could not budge the boulder.

Frustrated again, he realised that the storm was not the most powerful thing in the land, rather it must be the boulder. So he became the boulder.

For days he sat, unmovable, and impassive, demonstrating his power. But then a stonecutter came and chiseled him to bits.

### The moral of the story

Sometimes the most important thing to remember is that you already have everything you need.

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**a** What kind of text is this, and what are the characteristics that enabled you to identify it?

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**b** Summarise in one sentence the plot of the story.

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**c** Give in one sentence your own moral to the story to explain its allegorical meaning.

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**2** **Below are some images used in *Macbeth*. Explain in your own words what each of them is saying.**

**a** Let not light see my black and deep desires.

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**b** Yet do I fear thy nature; / It is too full o' the milk of human kindness / To catch the nearest way.

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**c** I am in blood / Stepp'd in so far that, should I wade no more, / Returning were as tedious as go o'er

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**d** from this moment / The very firstlings of my heart shall be / The firstlings of my hand

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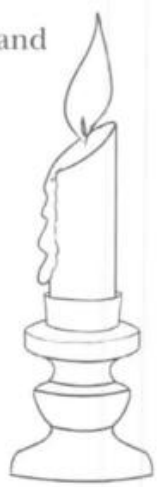
**e** Out, out, brief candle! / Life's but a walking shadow, a poor player / That struts and frets his hour upon the stage / And then is heard no more



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**3** **Look at the use of the apostrophe in the quotations in Exercise 2. Put apostrophes of omission in the necessary places in the sentences below, then write out the sentence in a way which removes the need for apostrophes.**

**a** Hes finished his meal and now hes going to eat some of yours, if you dont mind.

.....

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**b** She isnt sure that wed make it in time if we didnt leave until after six o clock.

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**c** Dont imagine that Im happy about your assignment being three weeks overdue.

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**d** They oughtnt to choose wrongly, since theyve been given plenty of advice about the dos and donts of the situation.

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**e** The situation has steadily improved since the 1990s and isnt about to change its status now.

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**f** Its a pity you didnt let me know earlier, then I couldve told you what youd better do, and what Id have done in your situation.

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**4** **These two students, Jared and Meena, are standing for election for the post of president of the school prom committee.**

## Jared says:

You all know me: I'm the coolest guy in the school. I am a natural leader, a natural athlete – and I was born to be Prom President. I have been captain of the most successful basketball team this school has ever seen: we are undefeated this season, and we beat our arch-rivals, The Lodge, for the first time in 15 years. That's down to the leadership and skill of the captain – me. Academically, my results are A across the board, and the best unis are fighting over who will get me. Organising the prom will be like a walk in the park – in fact, it will be done during a walk in the park! I can promise the best, the craziest prom of all time. With my connections, I can pull in the best DJ, hire the greatest band, get you the best light-show... Trust me, with Jared in charge you can't go wrong.

## Meena says:

The end-of-year prom is the high point of our school careers. We have been looking forward to it for years. It really matters that it should be what *you* want it to be. I would listen to you all, to hear what you have to say, to represent all the students not just the loud ones. If you elect me as Prom President, I will form a committee, which is the right and fair way to get things done. I've been elected Class President for each of the past three years, so I guess I must have done something right. I've been captain of the volleyball team and we've done pretty well this season. I've been offered a place to read Medicine at Harvard so you know I understand what hard work and commitment are, and I would put the same effort into organising your prom. I know you're all looking for a great send-off to launch you on your way to your brilliant careers. Think carefully about who you can trust and what you really want before you cast your vote.

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**a** List the facts and opinions in the speeches by the two candidates.

**Jared**

| Facts | Opinions |
|---|---|
| | |
| | |
| | |
| | |
| | |

**Meena**

| Facts | Opinions |
|---|---|
| | |
| | |
| | |
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**b** Decide which candidate you would vote for and justify your decision.

Why I would not vote for the other candidate:

Why I would vote for my choice of candidate:

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**5** **Read the letter below and then write a reply, as the store manager of 246 Computers, explaining why you will not be offering a refund.**

The Manager
246 Computers Ltd
Bangalore

Dear Sir/Madam

I am writing to demand a refund for the purchase of a laptop computer from your store seven months ago. I know the guarantee was only for six months but I still think you should give me my money back, for the following reasons.

When I bought the laptop I was told that it would work at a very fast speed but I cannot play some of my games on it very well because it doesn't work fast enough. It is also heavier than it seemed in the store and I now realise I need a lighter weight one, and with a smaller screen as it doesn't fit into my school bag.

I have noticed in the last couple of months that I am getting lots of spam email and I don't like getting spam and I think the reason everything is slow is because there are trojans and various other viruses clogging up the system. I didn't expect that to happen on a new machine.

Furthermore, I chose a red laptop but now I think it's not the best colour and I would rather have had a purple one. I know there is no purple one made by the company, but if I can have my money back then I can buy one in another product range from a different shop. This one is scratched and doesn't look as new now as when I bought it. I don't think it should have scratched so easily; all I did was put it in a bag with some other things when I took it on holiday. What is more, the letters on the keyboard are not very clear now; they seem to have worn away and the top of the T and H and N are missing.

So generally I have not been happy with the quality of this product, and I look forward to receiving a refund cheque in response to this letter.

Yours faithfully

M. Patel

Dear Mr/Ms Patel

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# UNIT 7 Education matters

In this unit there are exercises on summary, sequencing and persuasive writing. You will also revise prepositions, comparatives and possessive apostrophes.

**1** **Write descriptions for each of the following, using persuasive devices and language.**

**a** a second-hand car for sale

**b** the products of a company which sells furniture

**c** a cat in need of a new home

**d** a new type of children's toy

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**e** a holiday destination

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**2** **Read the passage below and then write a summary explaining progressive education in one paragraph.**

## Progressive education

Progressive education is a reaction against the traditional style of teaching which teaches facts largely at the expense of understanding what is being taught. When you examine the teaching styles and curriculum of the 19th century, you understand why certain enlightened educators decided that there had to be a better way.

The progressive education philosophy embraces the idea that we should teach children how to think and that a test cannot measure whether or not a child is an educated person. The philosophy is completely opposed by traditional educators who cling to outmoded ways of teaching. They would rather teach children what to think than teach children to think for themselves through a process of discovery.

Educational progressivism is the belief that education must be based on the principle that humans are social animals who learn best in real-life activities with other people. Most progressive educators believe that children learn as if they were scientists, following this model of learning:

1 Become aware of the problem.

2 Define the problem.

3 Propose solutions.

4 Evaluate the consequences of the proposed solutions from one's past experience.

5 Test the likeliest solution.

Given this view of human nature, a progressivist teacher desires to provide not just reading and drills but also real-world experiences and activities that centre on the real life of the students. Typical progressivist slogans are 'Learn by Doing!' and 'Learn through Discovery'.

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**3** **Using the information in the passage on page 50, but changing the language to suit the purpose, write an advertisement for a progressive school. Give the school a name, and put a slogan as the heading for the advertisement.**

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**4** **Read the following information about the Montessori method of education.**

## Maria Montessori and her method

- Montessori education is an approach which develops and educates the child physically, intellectually, socially and emotionally.
- The founder of the Montessori method of education was Maria Montessori (1870–1952).
- She opened her first school for primary school children in 1907.
- She believed that vertical grouping across a three-year age span allows younger children to learn from older children and builds up a sense of community.
- Her work in the slums of San Lorenzo in Italy gave rise to her unique educational philosophy.
- In 1912, she published her book *The Montessori Method* where she detailed her system.
- Montessori's influence can be seen not only in the number of schools that bear her name all over the world but throughout the fields of child care and child development.
- News of her work spread internationally and became acknowledged worldwide.
- Many of her ideas are now part of our common knowledge, language, and thinking about children and education, for example the use of child-sized furniture and tools in kindergarten and primary schools.
- She claimed that children learn through their own errors how to make the correct decision, without the teacher having to point it out to them.
- She recognised that each child learns at a different pace, and therefore needs an individual learning programme.
- In 1896, she qualified as Italy's first female doctor when she graduated from the University of Rome Medical School.
- The basic principle of the Montessori method is that children develop most in the first six years of life when their learning is unconscious.

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- Expanding her study of the young child, she gradually refined her approach to all child development areas through her experience and research in countries as diverse as Spain and India.
- Her work emphasised concrete rather than abstract learning, learning by touching and doing and not just by looking at, reading or writing about something.
- The Montessori philosophy is that the work itself, for the joy of working and with a sense of discovery, should be the goal, rather than the end product.

**a** Divide the bullet points above, by writing A or B next to each, into facts about Maria Montessori (A) and facts about the Montessori Method (B).

**b** Put the points in each group into a logical order by putting numbers next to each.

**c** Join the facts together in complex sentences and write a paragraph each for A and B.

**A**

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**B**

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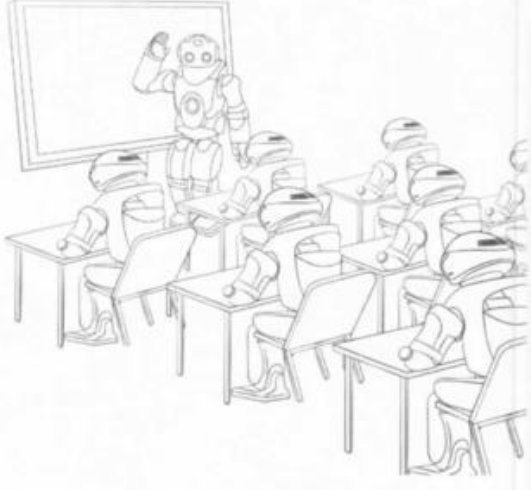
**5** **Read the text below and answer the questions.**

## Robotic teachers



Scientists working in artificial intelligence (AI) have recently made a great leap forward; robots are now able to teach their own alphabet to fellow androids. The AI research project began in Brussels ten years ago, using crude, camera-mounted vehicles made from Lego.

Now, 'baby' robots are learning language skills in the same way that toddlers learn to speak, that is by repeating their parents' utterances. Scientists expect the robots to coin their own words for new objects so that they have the vocabulary to enable them to converse and understand each other.

Computer science experts at the Sony Laboratory in Paris are working closely with British anthropologists to develop Star Wars-style machines that can think and speak for themselves, just like in the movies.

The leading professor of computer science at Brussels University said, 'By reacting to objects around them, the robots who have learnt the names of objects can teach the words to others. It is like humans learning to talk. No one tells us how to speak; we pick up the names of objects and eventually put them together in a sentence. By reaching a common agreement on a word, we learn to communicate.'

**a** Put apostrophes for possession in the right place in the phrases below, according to whether the possessor is singular (S) or plural (P).

**i** the robots vocabulary (S)

**ii** the scientists breakthrough (S)

**iii** the androids teaching (P)

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iv the toddlers language skills (P)
v the anthropologists work (S)
vi the peoples hopes (S)
vii the parents wishes (P)
viii the professors research (P)
ix the humans talk (S)
x the vehicles cameras (S)

**b** Underline only the key information about robotic teachers in the passage on page 54.

**c** Using your own words and a different sequence for the information, write one sentence about robotic teachers.

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**6** **a** Put the missing prepositions in the gaps in the two texts below.

## Clever as a chimp

Chimpanzees have long been known for their ability [1] ..... mimic humans, and they have the power to learn quickly, to solve problems, make things, and use tools. Along [2] ..... the dolphin, they are considered the second most intelligent animal species [3] ..... the planet [4] ..... humans.

Now scientists have found that baby chimps' mental development is as advanced as that of children of the same age. At nine months old, the animals are just as curious and as capable of recognising carers and familiar objects as an average baby. They realise early what they should and should not reach out and touch. Like human babies, infant chimpanzees thrive [5] ..... social interaction; the more intimate their contact [6] ..... their carers, the faster their brains develop.

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Chimpanzees share about 96% of their DNA with humans. An adult chimp's level of intelligence has been compared [7] ..... that of a three-year-old child. After that age, human cognitive development usually races in front, whereas chimps are leaps and bounds [8] ..... physically.

## Kanzi the pygmy chimp

Pygmy chimpanzees (bonobos) have been able to communicate using a keyboard with symbols and show the range of vocabulary and level of comprehension of a five- [9] ..... six-year-old child. They can ask [10] ..... a banana by this method. Studies have also shown that they can communicate with humans using sign language if they are trained to do so.

Kanzi is a male bonobo who was brought to the Georgia State University Language Research Centre with his mother when he was six months old. He has performed many behavioural feats which have astounded his carers. He was able to make a fire and toast marshmallows [11] ..... a stick when given marshmallows and a box of matches. He can make sharp knives and use them to cut ropes. He can play the arcade game Pac-Man and win.

Kanzi, who researchers say has shown the most advanced linguistic abilities ever documented in an animal, gets jealous when people shift their attention [12] ..... Mulika, his infant half-sister. He is not [13] ..... giving her a sharp pinch.

Like children, the young apes demand constant attention. As he roams the centre's 55-acre property, Kanzi again and again asks his teachers to play energetic games of tag and hide-and-seek, and 'talks' with them [14] ..... a keyboard filled [15] ..... geometric symbols that stand for words.

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**b** Complete the following constructions used in the first text, using your own words to show your understanding of the passage.

**i** Along with ....., they are .....

**ii** Their ..... is as ..... as that of a .....

**iii** They are just as ..... and as ..... as .....

**iv** Like ....., they are .....

**v** The more ....., the .....

**vi** A ..... has been compared to that of a .....

**c** Identify the facts and write a two-part summary of the arguments presented for chimp abilities and behaviour in the first text, and Kanzi's abilities and behaviour in the second text.

**i** .....

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**ii** .....

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# UNIT 8 Caring and sharing

In this unit you will revise conditional sentences, prefixes, comma usage, and the verbs 'lie' and 'lay'. You will write slogans, an appeal broadcast, and an informative article.

**1** **Write a slogan of not longer than six words each for the following services or products. Think about what makes language memorable.**

**a** A place that looks after pets while owners are on holiday.

.....

**b** A neighbourhood watch group that aims to prevent burglaries.

.....

**c** A bicycle that folds so it can be taken on trains by commuters.

.....

**d** A hairdressing salon for women and men.

.....

**e** A new supermarket which specialises in luxury food.

.....

**2** **Put the correct verb, 'lie' or 'lay', in the correct tense in the gaps below.**

**a** I was ..... in bed when I heard the strange noise.

**b** The magician told me to ..... the cloth over the box and then ..... on the floor next to it.

**c** Before the fire was started, a dozen stones ..... in a circle.

**d** ..... between the two bushes was a pile of leaves, and next to them the gardener ..... a fire.

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e After he ..... down for a siesta he remembered that he had left the newspaper ..... on the floor.

**3** **Put the correct tense of the verb in the conditional sentences below.**

a I only ..... [go] to that hotel because I thought it ..... [have] wi-fi in the rooms. If I ..... [know] that it didn't, I ..... [stay] somewhere else.

b My father ..... [be] about seven years old when he went to boarding school. Nowadays, his parents ..... [not agree] to send him away at such a young age.

c I ..... [attend] the gathering if I ..... [realise] that she ..... [be] there. I ..... [not believe] it was possible for her to manage to get to it.

d If I ..... [be] you, I ..... [not consider] spending that much money on a new tablet. It ..... [cost] much less to upgrade the one you already have.

e Unless they ..... [book] many months in advance, they ..... [have] no chance of getting tickets. The festival ..... [be] sold out a few days after it was advertised.

**4** **Use one of the following prefixes for each of the words below:**

omni multi mega mini infra ultra sub super hyper hypo

a ..... faith

b ..... dermic

c ..... present

d ..... byte

e ..... vise

f ..... mise

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g ..... terranean

h ..... active

i ..... structure

j ..... sound

**5** **In the passage below, circle the commas that could or should be replaced by semi-colons.**

For many years, the magnificent Amur tiger was on the brink of extinction, at one point fewer than 40 remained in the wild. Today, the story is very different. Latest survey figures estimate that there are around 500 Amur tigers in the wild, and numbers have remained stable for the past decade. This success is thanks to regular donations made by loyal supporters like you, which help fund long-term conservation efforts for many vulnerable wildlife species.

A solitary female leopard looks for prey, patiently and silently she prowls the hunting ground of her ancestors, seeking food for herself and for her cubs, but tonight they will go hungry. The area of forest where she hunted only yesterday is gone, cleared by loggers, her prey has gone too, for this leopard and her family it is time to move on, but there are fewer and fewer places to go. Fewer than 40 Amur leopards remain in the wild, and such a small population means that the entire species could soon be wiped out. You have helped to create a positive new chapter for the Amur tiger, will you do the same for the Amur leopard?

**6** **Put commas in the correct places in the following sentences, if necessary, making sure that there is no possible ambiguity.**

a I am very grateful to my parents Katherine Newman and God.

b Give me a second father and I'll do it.

c Grand architectural sites and great historical buildings were to be seen on the tour.

d Our son Ahmed is studying maths at Cairo university.

e Our eldest son Ahmed is studying maths at Cairo university.

f English teachers who are in demand need to know the rules of grammar.

g The Olympic athlete Rafik Bindi has set a new record.

h An Olympic athlete Rafik Bindi has set a new record.

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i They were only pretending to please her.

j I would like it naturally.

**7** **Read the following passage and answer the questions.**

## The Aga Khan Development Network (AKDN)

The AKDN's programme was founded in 1967 with a mission to promote creative solutions to problems that impede social development. It reaches out to vulnerable populations on four continents, irrespective of their race, religion, political persuasion or gender. It invests in and supports communities in different countries in the following ways: community mobilisation; infrastructure development; lending finance for small enterprise; agricultural programmes that encompass land reclamation, irrigation systems and forestry management; community health care and medical training; education from kindergarten to postgraduate levels; music initiatives; the introduction of clean-water supplies and sanitation facilities to remote places; restoration of historic monuments and residential building. The non-profit-making organisation relies on volunteers to carry out its work.

a Look up any vocabulary you are not familiar with in the passage above, first noting prefixes and using them to try to work out meaning.

b Write the text of a television appeal broadcast to recruit volunteers to work for the Aga Khan Development Network in your country. Select information from the passage above and present it in a way that evokes sympathy for the cause.

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**8** **Read the facts below and write a website news article based on them.**

## Hollywood goes to Cambodia

Scott Neeson, 54, was a leading film-studio boss in Los Angeles – until he met children living on a rubbish dump in Phnom Penh. It is now his mission to help them and offer them a future.

- goes to the dump every morning
- lives in capital of Cambodia, Phnom Penh
- used to be president of 20th Century Fox International
- founder and Executive Director of Cambodian Children's Fund
- four residences at dump
- total of 2,000 orphans housed
- staffed by locals
- they call him Papa Scott
- he is Scottish-Australian
- he knows the name of all the orphans
- used to have house with a pool and party with the stars
- after 11 years was tired of the Hollywood lifestyle
- took 5-week holiday in Cambodia

- was horrified and moved by what he saw at the rubbish dump
- 3,000 families living there among the smell and the flies
- fires spontaneously started by methane from decomposing garbage; burn for months
- scavenging children wrapped in rags without shoes move through the flames
- many abandoned by parents who couldn't afford to keep them

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- travelled regularly to Cambodia and set up the charity
- sold everything in 2004 and moved to Phnom Penh
- has set up medical centre and nursery for smaller children
- sends children to school and runs educational programmes in the community centre
- some locals are hostile; see children as a way to make money
- gives out food and arranges sport for 'feral' children on the dump for whom there is no room at the residences
- finds new life stressful but has no regrets about what he is now doing

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# UNIT 9 Crime and law

In this unit you will practise identifying parts of speech and using apostrophes of possession. The writing tasks are to complete a dialogue, design a poster, edit a mini-saga, and write a complaint letter.

**1** **What part of speech are the following words? Give other words from the same root, and their parts of speech. Be careful with spelling, which may change.**

e.g. defence (noun); defendant (noun); defend (verb); defensive (adj); defensively (adv)

a crime .....

b legal .....

c court .....

d convict .....

e trial .....

f innocent .....

g fine .....

h judge .....

i counsel .....

j thief .....

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**2** **Make the following singular nouns plural, and use them in a possessive phrase.**

e.g. prisoner – demands > the prisoners' demands

a jury – verdicts .....

b witness – statements .....

c barrister – speeches .....

d plaintiff – claims .....

e defendant – appeals .....

**3** **Put apostrophes of possession where necessary in the following sentences.**

a The judges decision was unanimous.

b The robbers get-away vehicle was parked outside the banks entrance and the streetlights showed the number plates clearly.

c The next days events included the arrest of the bank robbers in their homes, following the witnesss report of the vans registration number, its make and colour.

d 'I sentence you to twelve months hard labour,' said the judge. There was a muttering in the spectators gallery of the court room.

e Saids and Simons cars were the last to arrive; Mary and Omars was the first.

f The peoples of all nations were represented in the opening ceremony. The peoples spokesperson for the host country gave the first speech.

g The oranges and lemons on offer at the greengrocers were in boxes. They were the produce of the owners nephews fruit orchards.

h In the 1990s the horses stables in St James Square were converted into a girls school and the headmistresss first task was to think of a name to suit its character.

i The police officers account of the events that occurred during the demonstration differed from the students version.

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j It may have been the farmers truck you saw going over the hill at six o clock in the morning. I don't think it was the neighbours truck, which is painted a mixture of blues and greens so you can easily tell it is theirs.

**4 Explain why the words or phrases in the following sentences have single inverted commas round them.**

a He opened the envelope and discovered that it contained five identical 'unique' signed copies of the rock star's photograph.

.....

b She used to be much in demand but now she was no longer the 'flavour of the month'.

.....

c The 'food' was dumped onto my plate by the server in the canteen.

.....

d He asked me to stay behind so that he could share some of his 'wisdom' with me.

.....

e I don't remember her name but she was a so-called 'celebrity'.

.....

f Thank you so much for your 'hospitality'. We won't be coming here again.

.....

g The style of jewellery the DJ was wearing could only be described as 'bling'.

.....

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h I don't really 'do' being organised.

.....

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i We must get together and 'chill' over the weekend.

.....

j Let me know when you think you've found the 'real thing'.

.....

**5** **Complete the following dialogue between a parent and teenager so that each speech follows on from the previous one.**

Parent: Why do you need more money? Where has all your pocket money gone?

Teenager:

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.....

Parent: You are getting so much more than I did when I was your age.

Teenager:

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Parent: That may be so, but I still think it's important to learn how to save and then you appreciate things more when you finally get them.

Teenager:

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Parent: Yes, but it's illegal to download unlicensed music or films. It's as bad as shoplifting.

Teenager:

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Parent: It doesn't matter to me what everyone else does. I brought you up to tell the difference between right and wrong.

Teenager:

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**6** **a** Edit the text of 120 words below to make it a mini-saga of exactly 50 words.

**b** Give it an ironic title.

A man called Ricardo Silvio Galliano took his suit to the dry cleaner's. He was given a ticket, which he put in his pocket. The next day on his way to work Ricardo was arrested for a bank robbery he did not commit, and after the trial he was sent to jail for five years.

Five years later, when he was released from jail, he put his hand in his pocket and found the dry cleaning ticket. He went to the dry cleaner's to see if they still had his suit. When he gave in his ticket, the shop assistant looked up the number on the computer screen and said, 'You've come a bit early. It will be ready tomorrow.'

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**7** Design a poster to dissuade people from dropping litter, which is an offence and punishable by a fine in many countries. Give it a slogan.

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**8** **Write a short complaint letter to the online company from which you bought a book or DVD explaining that when it arrived in the post it was damaged, and what you would like to be done about it.**

Dear Sir/Madam

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# UNIT 10 All in a day's work

In this unit you will practise more formal language, phrasal and prepositional verbs, and look at word beginnings. You will also write a haiku, a formal job application letter, and a monologue describing your typical school day.

**1** **Complete the phrasal verbs in the sentences below.**

a There's no need to bring ..... that subject again. We have said everything there is to say about it.

b They agreed to give up all their possessions and live a simple life, but when the time came they couldn't bring themselves to go ..... ..... it.

c I don't like the way the manager goes ..... all the time about how much harder we need to work.

d He was unconscious when they found him, but they managed to bring him ..... after a few minutes.

e She refused to go ..... ..... his suggestion that she should be paid less than the male workers.

f I will not do it! It goes ..... all my principles.

g Food left in the broken fridge had gone ..... and become mouldy.

h To be honest I don't know how they brought ..... such a good deal.

i When he finally got ..... to it, it didn't take him that long to tidy his bedroom.

j Change can sometimes be brought ..... very suddenly.

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**2** **Put the correct prepositions after the verbs in the following passage.**

The order of Buddhist monks and nuns was founded by Gautama Buddha during his lifetime over 2,500 years ago. Buddhism is the following of a path of spiritual development leading [1] ..... insight into the true nature of reality. Buddhists do not believe [2] ..... a creator god. The Buddhist monastic life grew [3] ..... ..... the lifestyle of earlier sects of wandering monks, some of whom the Buddha had studied [4] ..... Buddhist monks and nuns are expected [5] ..... live simply with a minimum of possessions, and to be provided [6] ..... by the non-religious community around them, including the supply of daily food and shelter when needed. During the Buddha's time, many retreats and gardens were donated by wealthy citizens for monks and nuns to stay [7] ..... during the rainy season. The monks and nuns are also required [8] ..... provide a good example for the rest of the community, and to focus [9] ..... meditation. Awareness, kindness and wisdom are the qualities that Buddhist practitioners aspire [10] .....

**3** **Put the correct prefix or word part in front of the words below:**

per hydr dyna alter uni

a ..... forate

b ..... native

c ..... mic

d ..... ation

e ..... cation

f ..... lateral

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g ..... mo

h ..... fication

i ..... aulic

j ..... mission

**4** **Change the following examples of spoken colloquial English to formal written style.**

a You must be kidding! It can't possibly be for real. This is a wind-up, right?

.....

.....

b Give me a break and get off my back! I need some time out.

.....

.....

c If you don't get a move on, you're going to find yourself out on a limb, and then you'll regret it big time.

.....

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d It's down to you whether you show your face or not, but it would earn you some brownie points if you made it happen.

.....

.....

e It's time to pull out all the stops. You only get one shot at this, and then it's all over, period.

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f You need to get together to thrash this out, and you'd better make it soon before everything goes pear-shaped.

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g I don't feel thrilled about it, only so-so; it's no big deal actually. I've already been there, done that.

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h You've really landed me in it. I didn't see that coming. Now how am I supposed to get out of this hole?

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**5 Write phrases consisting of images and onomatopoeic words to match the following kinds of work:**

a coalminer

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b chef

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c helicopter pilot

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**d** clock-repairer

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**e** surfing instructor

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**6** **Write a haiku (three-lined poem of 5,7,5 syllables) describing a kind of work.**

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.....

.....

**7** **Use the standard phrases and collocations below as a framework for a job application letter of three paragraphs:**

I recently saw your advertisement . . .

I understand you are seeking someone for the position of . . .

I would like to be considered . . .

My relevant experience is . . .

I have qualifications in . . .

I would be grateful if . . .

I am available to . . .

I look forward to . . .

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Dear Sir/Madam

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**8** **Write a monologue describing your typical school day. Start with getting up and end with going to bed. You can include reflective as well as informative content: thoughts, feelings, opinions, memories and hopes. It should be planned as notes and organised into a linked sequence before you write.**

Notes

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# UNIT 11 Wings and wheels

In this unit you will practise using hyphens, recognising prefixes, using indirect and formal speech, forming varied sentence structures, and summarising viewpoints. The writing tasks are to collate texts for a magazine article and an editorial, and to produce a publicity flyer.

**1** **Put the 12 missing hyphens into the news report below.**

A Swiss aviator and adventurer, known as Rocket Man or Jet Man, has flown for more than 25 kilometres on a 10 minute test flight with a jet powered wing strapped to his back, and is the first person to do so.

Yves Rossy jumped out of a small plane at an altitude of 2,500 metres above the town of Bex in Switzerland. He reached a speed of 304 kph in a heat resistant suit comparable to those worn by racing drivers. He steered by shifting his weight or turning his head and upper body. He deployed two parachutes to land back at the airfield. The wing is two and a half metres wide and powered by four jet engines modified from aircraft engines.

The 49 year old Rossy is an ex fighter pilot in the Swiss Air force and now a commercial pilot. He became consumed by the desire to fly like a bird 10 years ago and has transformed the garage of his home in a village near Lake Geneva into a workshop.

While experimenting with a previous version of his home made wing three years ago, he misjudged the angle, lost control and was only 500 metres from the ground when he managed to open his parachute.

Rossy's friend and adviser, Bruno Brokken, a world champion aeronautic acrobat from Belgium, paid tribute to his persistence. 'Many people would have given up years ago. I wouldn't do the things he does.'

In May, Rossy stages his first public flight, an acrobatic display over the Alps, including a 360 degree roll. His trials have cost his sponsors more than $200,000 so far.

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**2** **Write below all the words containing prefixes and beginning with word stems that are used in the report on page 82.**

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**3** **a** List the features of the text which show that it is a news report.

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**b** Give the report a headline.

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**c** Remove the parts of the news report which do not relate to the key event by putting square brackets round them.

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**d** Say in one sentence what the key event was.

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**e** Use the following sets of information in a sentence for each. Use some of the following devices for structuring your sentences: balance, antithesis, parallels.

**i** Yves Rossy; Rocket Man; Jet Man

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**ii** 25 kilometres; 2,500 metres high; 304 kph

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**iii** Swiss aviator; fighter pilot; commercial pilot

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**4** **Read the passage below, and explain in one sentence, using a variety of subordinating clause structures, what happened to Yves Rossy in 2008 and 2009.**

In 2008, Jet Man Yves Rossy made a flight over the Alps, reaching a top descent speed of 304 kph, using a jet-powered wing. In November of the following year he attempted to fly over the Strait of Gibraltar, aiming to be the first person to cross from Africa to Europe using a jet wing. He jumped out of the plane at around 2,000 metres over Tangier in Morocco, hoping

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to land in Atlanterra in Spain fifteen minutes later. However, he was forced to ditch into the sea because of heavy cloud and strong wind. He was picked up by a support helicopter 5 kilometres off the Spanish coast and taken to hospital, but released as uninjured. His jetpack, which has its own parachute and float, was retrieved by the Spanish coast guard.

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**5** **Read the passage below, then select and collate information from this passage and the passages in Exercises 1 and 4 to form a magazine article called 'Rossy keeps on rocketing'.**

On 5 November 2010, the Swiss solo jet-powered pilot, Yves Rossy, flew a new version of his machine over Switzerland – using a smaller wing as well as the usual four engines – and landed successfully by parachute after performing two aerial loops. His launch was from a hot-air balloon at a height of 2,400 metres.

It was announced by sponsors that on 7 May 2011 Rossy flew over the Grand Canyon in Arizona, USA. He had to obtain special permission from the aviation authority to make the flight, after practising for two years. However, the permission was granted at very short notice and there were no reporters or other official witnesses of his performance present on this occasion, so it does not count for the record books, even though there is photographic evidence. Rossy said it was the most challenging place he had flown over, since there was no water below for a soft landing if something had gone wrong. He remained in the air for eight minutes after jumping from a helicopter.

## Rossy keeps on rocketing

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**6** **Read the comment boxes below, which discuss motorway driving and speed limits from different viewpoints.**

## A Traffic police officer

'Motorway driving is worst in holiday periods and at peak times over the weekends. When it's raining or foggy it's even more dangerous. Most people drive too fast and too close to the vehicle in front; everyone has somewhere they need to get to fast – a plane to catch or an appointment to keep – and they use motorways like race-tracks. Drivers don't seem to remember what they were taught as learners: that the inside lane is where they should be, except when overtaking. Their minds are often on other things, like the conversation they are having, a speech they have to make when they arrive, the argument they had before they left. And sometimes their hands are not where they should be either, anywhere but the steering wheel: changing radio stations, eating, drinking, fiddling with their sat navs, and – unbelievably – texting or phoning. Everyone believes that road accidents only happen to other people, despite the statistics which show it's the most risky form of travel.

When accidents occur, which they frequently do, they never come singly; further collisions are caused by people "rubber-necking" as they drive past, or shunting into each other when there's a tail-back. Lorries are the most likely cause of an accident for a variety of reasons: they might shed their load, or be defective and badly maintained, or the driver might fall asleep because of skipping rest breaks and driving illegal hours. It's a miracle there aren't even more accidents, but there would be if there was an increase in the speed limit, encouraging motorists to drive even faster. 115 kph is more than fast enough.'

## B Motorist

'Motorways have destroyed landscapes and driving on them is much more monotonous than on normal roads, but they are so convenient for getting from A to B quickly and easily, with no obstacles to negotiate – like steep hills, sharp bends, crossroads and traffic lights – and without having to mess about with a map or make decisions about the route. You can listen to a CD or chat with your passenger without having to concentrate on where you are going. But you can be sure that if you need to get somewhere really urgently, then there is bound to be a snarl-up or traffic jam of some kind to slow you down, or even bring you to a stand-still. If it's raining and the roads are slippery and there is poor visibility, you can bet that someone will skid into the car in front. Some drivers seem to have never passed a test, judging from their road-hogging and lack of consideration of driving in the fast lane only, flashing their lights to say "Get out of my way" just because they are breaking the speed limit or showing off their posh new car. And then

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there are the ridiculously slow drivers who are so busy nattering that they don't realise there is a huge queue behind them and that other drivers are having to undertake them on the inside, which is really dangerous. You also get the lunatic drivers who are driving without lights or ridiculously fast when it's dark or foggy, or there's a blizzard going on, and the new drivers who are either overcautious and creeping along or showing off to their mates by flooring it.

Lorries are pretty frightening too, because they throw up so much spray in wet weather, and even when the roads are dry they cause problems by pulling out to overtake and blocking the fast lane for ages, or they travel in convoys so you can't get in between them when you need to pull into a slower lane, or they create wind suction, or jackknife and cause a pile-up. I think the speed limit should go up to make life easier for car drivers, but down for lorries, because when a juggernaut collides with a car there isn't much left of the car – or the people in it.'

## C Lorry driver

'It's just a few lorry drivers that get us all a bad name; most lorries are driven by considerate people who take pride in their vehicles and their driving skills. We are trained to a higher level than ordinary motorists, and are much better at using mirrors for a start. Our speeds are limited by tachographs to below that of cars, and yet plenty of car drivers take risks and behave irresponsibly, and they often cause an accident involving a lorry because lorries need longer to brake and change direction, and if a car cuts in front too close then a collision is inevitable. Going through roadworks is when you can expect to see bad car driving: lane switching, ignoring the "Slow" signs, and road rage behaviour. There are cases of badly loaded trucks, I admit, but considering how many lorries there are on the road and how most of them get to their destination without any problem, it's only a tiny handful that have a blow-out or lose their load. I admit that high-sided vehicles are a potential hazard in high winds, but I don't think that's a good enough reason to allow cars to go faster than lorries.'

**a** Explain in one paragraph of formal English why the traffic police officer in Box A is against increasing the motorway speed limit.

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**b** Make a list of 'Dos' and 'Don'ts' that could be used as warning signs to motorway drivers, using ideas from Box B turned into formal English.

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**c** Why does the motorist in Box B feel that lorries are dangerous on the motorway? Write a sentence of formal English to include all the reasons.

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**d** Why does the lorry driver in Box C feel that lorry drivers should be treated the same as car drivers? Write a sentence of formal English to include all the reasons.

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**7** **Imagine that you are the editor of a newspaper and the government is talking of raising the motorway speed limit in your country for all vehicles. Write an editorial, using information from the three boxes, which considers the proposal and argues against it.**

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# UNIT 12 Seeing things differently

In this unit you will practise using prefixes, discourse markers, and phrasal verbs with 'do' and 'make'. You will write varied sentences and sequence material.

**1** **Read the passage below. Identify and give meanings for 12 prefixes or initial word stems used in the passage.**

## X-ray technician eyes the past

How many of us know that the day of the Armistice to World War I, November 11th 1918, was a Monday, or that Gandhi was assassinated on a Friday, 30th January 1948, or that the moon landing July 20th 1969 was on a Sunday?

The way to find out is to refer to a 14-page calendar devised and published by an Indian hospital technician in Kottayam, Kerala, that covers the last 300 years. Shaji Thomas, a 47-year-old X-ray operator, now hopes to gain entry to the Guinness World Records with a second calendar of 28 pages which captures 3,000 years.

Thomas, who was educated locally at the Saunik School, has taken out a copyright on his second calendar but has not yet decided who will market this more advanced chronological product, which took him eight years to complete. He hopes to surpass the achievements of all his contemporaries at school, who now have senior positions in the government and industry.

However, there is already a 10,000-year calendar, from 0 CE to the year 9999, being offered on the internet!

JANUARY

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|---|
| | | | 1 New Year's Day | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 ML King Day | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 Chinese New Year | |

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**2** **Look up the meaning of the following 14 prefixes or word stems, if necessary, and give a word beginning with each of them:**

circum proto astro tele meta retro counter uni poly multi magni mono omni ultra

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**3** **Paraphrase the phrasal verbs with 'do' and 'make', italicised in the sentences below, using the same tense as the original.**

**a** She was all *done up*, as though she was going somewhere very special.

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**b** It's a mystery; I really don't know what to *make of* it.

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**c** He is always *doing down* his younger brother, because he is jealous of him.

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**d** The teacher told the two fighting students to *make up*.

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**e** They are thinking of *doing away with* the entrance exam.

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**f** Come and lie down. You look absolutely *done in*.

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**g** The fox grabbed a chicken and *made off with* it.

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**h** I bet you *could do with* a refreshing drink.

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**i** Nothing you can do would *make up for* the disappointment of missing the trip.

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**j** We can't afford a new one so will just have to *make do* with the old.

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**4** **Insert each of the following discourse markers into the passage below:**

Moreover, Furthermore, Nevertheless, In addition, However,

People see the world differently. Some have phobias about such things as frogs, tortoises, tomatoes, anything coloured red, and many other similarly harmless things. Often they cannot bear to even see the word written down and have to avoid books with text or photographs of the objects of their terror. Many people share common phobias of heights, spiders, snakes. These are actually potentially dangerous so could be viewed as being in a different category. A common irrational phobia is of holes, anything containing holes: buttons, crumpets, cheese, honeycomb, drainpipes… This is called trypophobia from the Greek word for holes. No one can explain it.

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**5** **Form new sentences of modern English to express the meaning of the extract below, substituting your own words as far as possible and changing the grammatical structures.**

By degrees I made a discovery of still greater moment. I found that these people possessed a method of communicating their experience and feelings to one another by articulate sounds. I perceived that the words they spoke sometimes produced pleasure or pain, smiles or sadness, in the minds and countenances of the hearers. This was indeed a godlike science, and I ardently desired to become acquainted with it.

From *Frankenstein* by Mary Shelley

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**6** **First reorder with numbers, and then combine in full sentences, the notes below to make a press statement about Nik Wallenda's crossing of the Niagara Falls on a high wire. Make each sentence structure different.**

- only problems were wind and mist
- 5 cm thick wire
- took Nik Wallenda 2 years to get permission for the stunt

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- daredevils in 20th century went over Falls in barrels
- went from American to Canadian side of the Falls
- American authorities banned stunts across the Niagara River in 1896
- knelt on wire near the end to punch the air, then ran to the end
- first man to cross directly over the Falls rather than the gorge further downstream
- never wobbled or looked down
- 550 metres across
- ban now back in place so may be the last person to perform feat
- gave as reason for visit to Canada that he wanted to inspire people
- took less than half an hour
- hated being made to wear safety harness
- Great Blondin and other 19th-century daredevils were his inspiration
- Falls are in the Niagara River joining Lake Erie and Lake Ontario
- Wallenda comes from a circus family
- presented passport to Canadian immigration control
- televised live around the world

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